

PENGARUH MODEL *CONTEXTUAL TEACHING LEARNING*
(CTL) TERHADAP HASIL BELAJAR MATEMATIKA
SISWA KELAS IV SDN 040523 SUKANALU
T.P 2025/2026

ABSTRAK

Penelitian ini bertujuan untuk menyelidiki dampak penerapan model Contextual Teaching and Learning (CTL) terhadap prestasi belajar matematika siswa kelas IV di SDN 040523 Sukanalu pada tahun ajaran 2025/2026. Penelitian ini didasarkan pada rendahnya prestasi belajar matematika siswa, yang disebabkan oleh metode pengajaran yang masih didominasi oleh guru (*teacher-centered*), sehingga siswa kurang aktif terlibat dan menghadapi hambatan dalam memahami konsep matematika, terutama pada topik pecahan. Pendekatan penelitian yang digunakan adalah kuantitatif, dengan desain pre-eksperimen yang menerapkan model satu kelompok pretes dan posttes. Populasi, yang juga berfungsi sebagai sampel dalam penelitian ini, meliputi seluruh 20 siswa kelas IV di SDN 040523 Sukanalu. Alat ukur penelitian berupa tes prestasi matematika dalam format pilihan ganda dengan 10 soal. Teknik analisis data meliputi uji normalitas dan uji hipotesis menggunakan t-test pada tingkat signifikansi 0,05. Hasil penelitian menunjukkan bahwa skor rata-rata pretes siswa adalah 40,5, sedangkan skor rata-rata posttes mencapai 75,5, menunjukkan peningkatan prestasi belajar sebesar 86,4% dari skor rata-rata pra-tes. Hasil uji t menunjukkan bahwa nilai t_{hitung} lebih besar dari nilai t_{tabel} , yaitu $13,64 > 1,72$, yang menunjukkan efek yang signifikan, sehingga hipotesis alternatif diterima. Oleh karena itu, dapat disimpulkan bahwa penerapan model Contextual Teaching and Learning (CTL) memiliki dampak positif dan signifikan terhadap prestasi belajar matematika siswa kelas IV di SDN 040523 Sukanalu.

Kata Kunci: *Contextual Teaching and Learning* (CTL), hasil belajar, materi pecahan.

**THE EFFECT OF CONTEXTUAL TEACHING LEARNING
(CTL) MODEL ON MATHEMATICS LEARNING
OUTCOMES OF FOURTH GRADE STUDENTS
AT SDN 040523 SUKANALU**

ABSTRACT

This study was designed to investigate the impact of implementing the Contextual Teaching and Learning (CTL) model on the mathematics learning achievement of fourth-grade students at SDN 040523 Sukanalu for the 2025/2026 academic year. This research is based on the low mathematics learning performance of students, which is caused by teaching methods that are still dominated by teachers (teacher-centered), so that students are less actively involved and face obstacles in understanding mathematical concepts, especially on the topic of fractions. The research approach used is quantitative, with a pre-experimental design that applies a one-group pretest-posttest model. The population, which also served as the sample in this study, included all 20 fourth-grade students at SDN 040523 Sukanalu. The research measurement tool was a mathematics achievement test in a multiple-choice format with 10 questions. Data analysis techniques included normality testing and hypothesis testing using a t-test at a significance level of 0.05. The research findings revealed that the students' average pretest score was 40.5, while the average posttest score reached 75.5, indicating an increase in learning achievement of 86.4% from the average pretest score. The t-test results showed that the t-count value was greater than the t-table value, namely $13.64 > 1.72$, which indicated a significant effect, so the alternative hypothesis was accepted. Therefore, it can be concluded that the implementation of the Contextual Teaching and Learning (CTL) model has a positive and significant impact on the mathematics learning achievement of fourth-grade students at SDN 040523 Sukanalu.

Keywords: Contextual Teaching and Learning (CTL), learning outcomes, fract

